

Washington Kindergarten Inventory of Developing Skills (WaKIDS) Pilot



School District Webinar
April 29, 2010



Washington State Department of
Early Learning



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Goals for today's webinar

Participants will:

- Understand the purpose of and expected outcomes of the WaKIDS pilot
- Hear perspectives from three different stakeholder representatives
- Understand how to apply to participate in the WaKIDS pilot
- Have the opportunity to ask questions

WaKIDS webinar presenters

- Bob Hamilton – Deputy Director, Department of Early Learning
- Debra Hawkins – Director, Classroom Assessment Integration, OSPI
- Lisa Heaman – Principal, West Hill Elementary (Bremerton S.D.)
- Surina Warren-Nash – Parent from Vancouver, WA
- Dana Ziemba – WaKIDS Coordinator, OSPI
- Jessica Vavrus – Director, Teaching and Learning, OSPI

WaKIDS pilot overview



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What is the WaKIDS pilot?

- 2009-2011 state budget item: “To identify and test a kindergarten readiness assessment process and tools in geographically diverse school districts.”
- School year 2010-2011
- Voluntary school districts
- Washington Kindergarten **Inventory of Developing Skills**

WaKIDS Vision

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) will support the transition of each child from the first five years of life into kindergarten with a process that engages parents, early learning providers and kindergarten teachers so that families are welcomed and information is gathered to improve each child's learning.



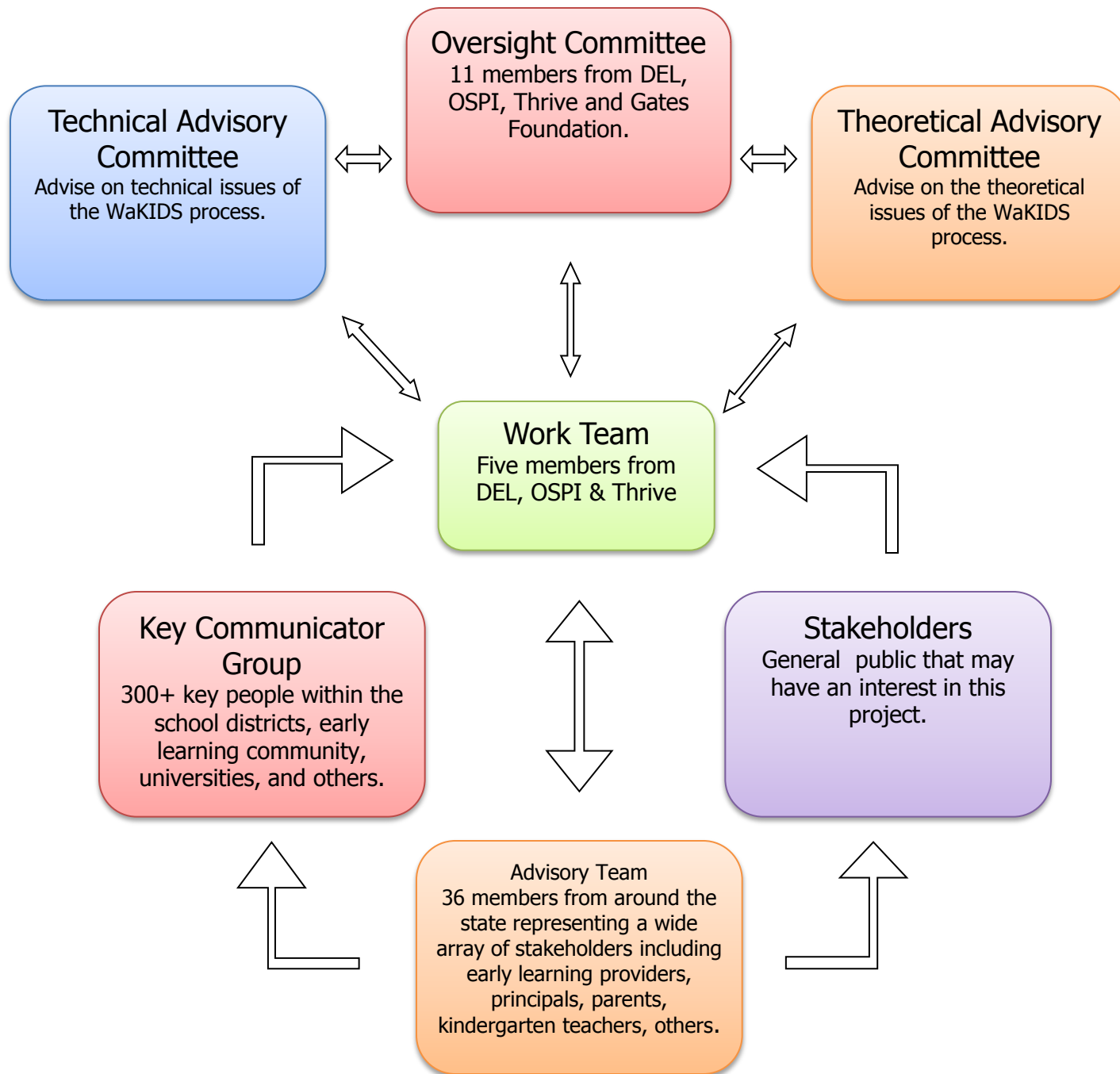
Purpose of WaKIDS pilot:

Families, kindergarten teachers and early care and education professionals compare communication processes and assessment tools so that a Washington Kindergarten Inventory of Developing Skills (WaKIDS) is created in a statewide collaboration that best supports the learning of each child.

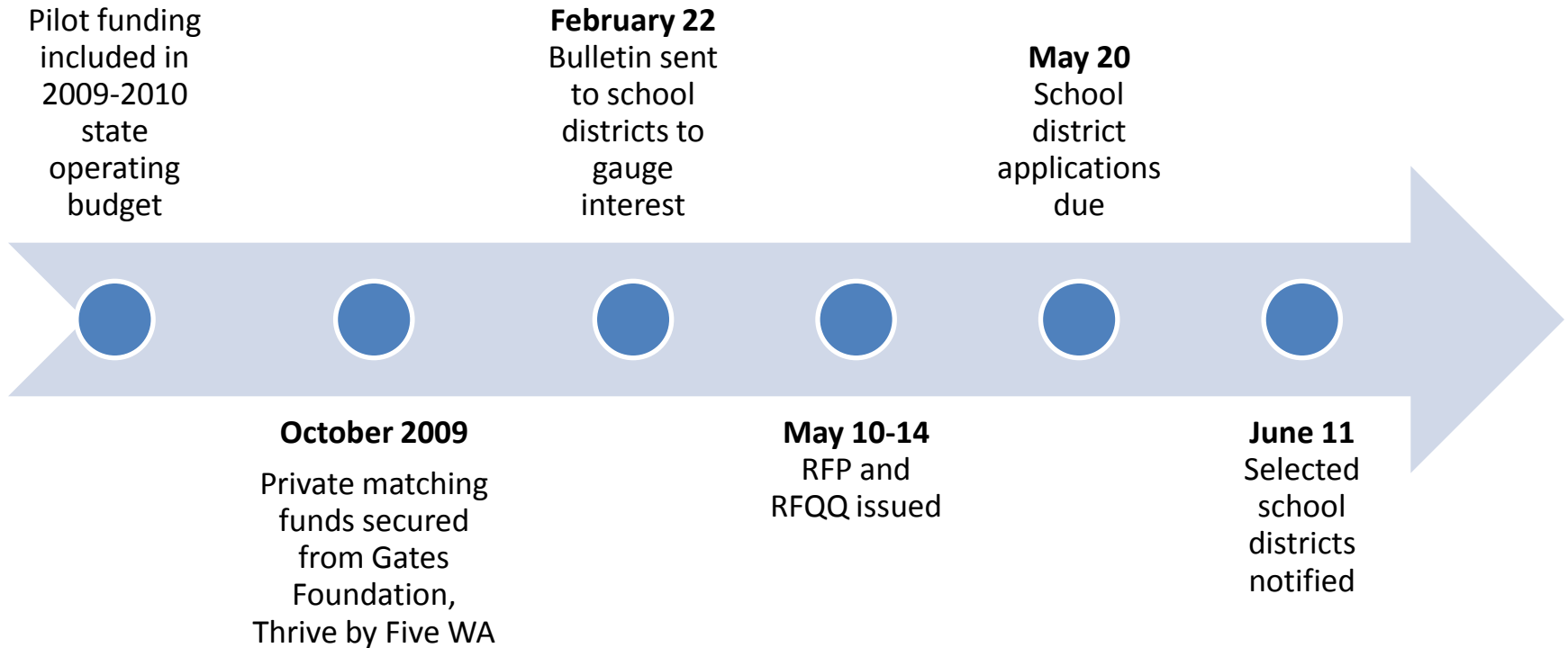
Who is leading the WaKIDS pilot?

- Department of Early Learning and Office of Superintendent of Public Instruction, in consultation with Thrive by Five Washington
- Partnership with voluntary school districts





WaKIDS planning timeline



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How will the WaKIDS pilot look?

- 120 classrooms around the state
- 3,000 children
- 2 phases
- Three components:
 - Family connection
 - Early learning collaboration
 - Multiple domains assessment

Reoccurring Themes Emerge

- Understand and support children's needs
- Partner with families
- Helpful and useful to teachers
- Celebrate children's strengths and describe challenges
- Inform community groups to help their children with transitions
- Sensitive to the context of the child's family and past experiences
- Designing a process that will connect the systems
- Whole child focus

What decisions will WaKIDS inform?

“What decisions will this kindergarten inventory inform?”

As recommended by the WaKIDS Advisory Team in order of priority, January 2010

FIRST DECISION

The purpose of the Kindergarten Inventory is to gather information for use by teachers so decisions can be made about how to best support individual children in the classroom by informing practice. Includes decisions about:

- Curriculum
- Best way to facilitate transition
- Time management
- How best to engage parents

SECOND DECISION

The purpose of the Kindergarten Inventory is to serve the whole child by gathering information for use across systems so decisions can be made about how to collaboratively engage, welcome and partner with families using the most effective outreach strategies for family support.

THIRD DECISION

The purpose of the Inventory is to serve the whole child by gathering information for use at various levels (district, community, state) so decisions can be made about where to focus future investments (\$ & resources) which could include collaboration around:

- Professional development
- Most effective outreach strategies for family support and engagement

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Family connection



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Purpose of Family Connection

- Families are welcomed
- Teachers and families begin building strong relationships
- Teachers gather information from families about children

Family Connection: Why It Matters



“[The] home visit [concept] was the best GIFT anyone had ever given me. I not only was able to gain some information about my new students, but I was able to build relationships with EVERY family I visited...”

This is my 13th year teaching kindergarten and my second year of doing home visits. It wasn't until I began my home visits that I discovered because of these relationships, my students are performing better, behaving better, and having higher academic expectations. For those parents whom I didn't have the opportunity to visit their homes (because of late entry), those relationships aren't there.”

Leah Meiser, Yakima School District Kindergarten Teacher
Kinder Transition Program

Family Connection (cont'd)

- Must happen before school year starts or during the first week of school
- Teachers and families decide location
- One-on-one with teacher and family (30 minutes to 1 hour)
- Information will be collected for WaKIDS
- Families decide who attends (e.g., grandparents, other family members, the child's previous early learning provider)
- Pilot questionnaire completed by families and teachers to compare different pilot connection processes used
- WaKIDS pilot districts can use existing family connection/transition activities if meet these criteria

Family Connection (cont'd)

- Current examples from districts:
 - First week of kindergarten is family welcoming time. Kindergarten teachers connect with families in the home, in a community setting or at school.
 - Use the days prior to school as a time for kindergarten teachers to connect with families.
 - Move the traditional “fall conferences” to the beginning of the year to make the connection with families from the beginning.

Purpose of early learning collaboration component

- Early care and education professionals and kindergarten teachers determine processes for exchanging useful information about children to support transition

Early Learning Collaboration (cont'd)

- Two meetings per region (once in fall, once in spring)
- 6 teachers and 6 early care and education professionals
- Discuss processes for exchanging information, what information should be exchanged
- Schools nominate one or more teachers (depending on how many pilot schools in region)

Early Learning Collaboration: Why It Matters

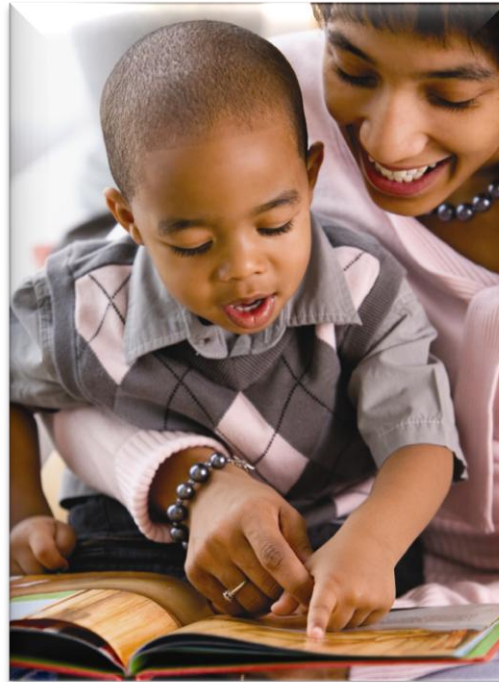
Surina Warren-Nash

Parent

WaKIDS State Advisory Team Member

- Transitioning from ECEAP to kindergarten
- Hopes for my children

Multiple Domain Assessment



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Purpose of Assessment of Multiple Domains

- How did we select the Performance Goals from four domains (literacy & language, cognitive, social & emotional and physical)?
 - national research and best practices
 - input from content experts/developmental specialists
 - Washington State Early Learning and Developmental Benchmarks

Assessment of Multiple Domains (cont'd)

- Kindergarten teachers will compare three “bundles” of tools (one bundle per teacher) to determine which tools provide the most useful information to inform instruction in order to improve each child’s learning
- Measure cost and time needed to administer various assessments
- Each bundle will assess the four domains
- Single tool or a combination of tools to ensure measurement of all four domains

Early learning collaboration



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WaKIDS Pilot Phase 1 (June to October 2010)

June 28-July 2

Pilot districts notified which assessment tools will be in bundles

August 2-13

One-day teacher training on assessment tools

Late October

Teacher questionnaire, assessment materials, parent questionnaire, early learning connection data due to OSPI/DEL

Before school year 2010-2011 begins to second week of school

Family Connection Component

First or second week of October

Assessment of Multiple Domains



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WaKIDS Pilot Phase 2 (Winter 2010 to June 2011)

**December 2010/
January 2011**

Second questionnaire from
parents and teachers due to
OSPI/DEL

March 2011

Third
questionnaire
due to OSPI/DEL

January 15, 2011

Report due to
Governor and
Legislature

June 2011

Pilot ends, final
report



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Participant cost/compensation

- \$250 to each participating teacher
- \$100 per meeting for teachers, early care and education professionals (two meetings during pilot year)
- \$250 to each teacher for one-day training on his or her assessment bundle
- Cost of assessments covered in pilot budget
- Family Connection component covered by pilot district

Why should your district participate?

- Ability to help inform design, future direction of WaKIDS
- Resources to support smooth transitions into kindergarten
- We need you to make this successful and representative of our whole state!

How does this work for principals?

Lisa Heaman, Principal
West Hill Elementary (Bremerton School District)

- *What does this look like in my building?*
- *Who can take this on?*
- *How can I support those teachers through this process?*
- *What would we hope to learn about our students?*
- *How do we structure the family connection piece in August?*

Next steps



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Next steps

- District applications will be sent out on Monday, May 3rd
- Due by May 20
- In the meantime, you should:
 - ✓ Share information with school leaders, kindergarten teachers about this possible project
 - ✓ Secure any necessary permission from district administration/school board

Thank you for joining us for the (WaKIDS) Pilot webinar!

“Keeping Children At the Heart”

Jackie Haight
Port Gamble S’Klallam Early Childhood Program Director



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Questions



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